DOCUMENT RESUME

ED 079 755 CS 200 647

AUTHOR	Saporito, Leo C., Ed.; And Others
TITLE	English Language Arts Curriculum Guide, Junior High Level: Grade 8.
INSTITUTION	Vermilion Parish School Board, Abbeville, La.
PUB DATE	70
NOTE	88p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Behavioral Objectives; Composition (Literary); *Curriculum Guides; *English Curriculum; *Grade 8; Handwriting; Informal Reading Inventory; *Language Arts; Linguistics; Listening; Literature; Reading; Reading Materials; Spelling
IDENTIFIERS	Elementary Secondary Education Act Title III

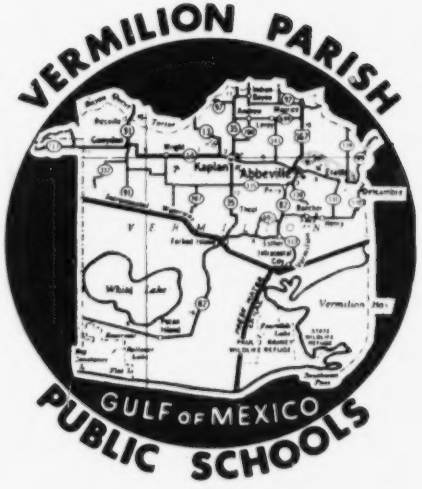
ABSTRACT

Prepared for use in grade eight, this language arts curriculum guide bases its reading strand on "Exploration through Reading" (Ginn 100), its English strand on "Roberts English Series" (Harcourt), its spelling strand on "Sound and Sense in Spelling" (Harcourt), and its handwriting strand on "Better Handwriting for You" (Noble and Noble). Some of the divisions in the guide are given to general and specific objectives for language arts, suggested time allotments, a lingusitic program for grade eight, grading and correcting compositions, reading, an informal reading inventory, reading materials, spelling, handwriting, listening, literature, and oral composition. (HOD)

ED 079755

ENGLISH LANGUAGE ARTS

GRADE 8



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

FILMED FROM BEST AVAILABLE COPY

VERMILION PARISH LANGUAGE ARTS CURRICULUM GUIDE

1970

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE III
A COMPREHENSIVE PROJECT FOR IMPROVEMENT IN LEARNING

English Language Arts Curriculum Guide
Junior High Level

GRADE EIGHT

Return to Principal upon
termination of assignment.

Under the Direction
of
Leo C. Saporito
English Specialist
Vermilion Parish Schools

Issued by
Vermilion Parish School Board
Dr. Joseph C. Kite, Superintendent
1970

FOREWORD

Over the years the Vermilion Parish Public Schools have had a successful English Language Arts program, but while the whole pace of life around us is being changed beyond recognition, we cannot stand still. As we look to the future, we can be sure of one thing--change will be the pervasive characteristic of our lives.

Our English Language Arts curriculum and instructional program must be flexible and resilient enough to meet the test of change and new developments as they occur in field of English Language Arts. Teachers and administrators must hold in constant review the existing program and make necessary changes and adaptations that will enable students to function effectively in our contemporary society.

This curriculum guide is the product of a cooperative effort involving teachers and administrative and supervisory personnel. I feel the curriculum committee under the direction of Mr. Leo C. Saporito has done an excellent job of preparing this guide, which should make it simpler and easier for teachers to complete more successfully the teaching of English Language Arts.

This is a tentative guide. Your active involvement and participation in the continuing development and strengthening of our English Language Arts curriculum is encouraged. The curriculum committee will welcome suggestions and comments from

teachers and parents throughout the school year. Revisions and modifications of the guide will be made as required and/or deemed necessary.

Schools in this country have set the pattern for the world by making room for every child, but that objective is being superseded by another--quality education for every child. This is the objective for our schools--a system for all, dedicated to the pursuit of excellence.

I urge all teachers to work diligently in helping children achieve success with this program and, in so doing, help our school system achieve a higher standard of excellence.

Joseph C. Kite, PH.D.
Superintendent of Schools

Table of Contents

Acknowledgments vi
Philosophy 1
English Defined 2
Introduction to Language Arts Program 3
General Objectives for Language Arts 5
Specific Objectives for Language Arts 6
Suggested Time Allotment for Language Arts 12
Introduction to the Linguistics Program 13
Correcting Compositions 16
Grading Compositions 17
Linguistics Program for Grade Eight 18
Introduction to the Reading Program 28
Informal Reading Inventory 30
Determining Reading Levels 31
Systematic Recording of Errors 32
Sample Informal Reading Inventory 33
Keeping Cumulative Records 34

Guide to Using Supplementary Reading Materials - Grade Eight.....35
Multi-level Use of Supplementary Reading Materials.....56
Reading Stories to Children.....62
Introduction to the Spelling Program.....63
List of Spelling Demons.....65
Handwriting.....69
Helpful Hints for the Teaching of Handwriting.....71
Listening.....72
Listening Activities and Materials.....74
Literature.....76
Oral Composition.....78
Bibliography.....80

ACKNOWLEDGMENTS

The construction of this curriculum guide is an outstanding example of cooperation in the process of curriculum development in the Vermilion Parish Schools. The guide is the culmination of efforts of teachers, administrators, and consultants working together. Such an organization approaches the ideal of total-staff involvement.

Special gratitude is expressed to Nelwyn M. Musumeche, Mildred A. Guidry and Sue F. Hargrave for interpreting and typing our scribbling, to Wilmer Geoffroy for the printing of the guide, to Jeanne P. Sellers for assistance with research.

English Language Arts Curriculum Committee
Junior High Level

GRADE EIGHT

Thomas J. Guidry - Principal
East Abbeville Elementary School

Floyd Guidry - Teacher, Grade Eight
Abbeville Junior High School

Ann B. Langlinais - Teacher, Grade Five
E. Broussard High School

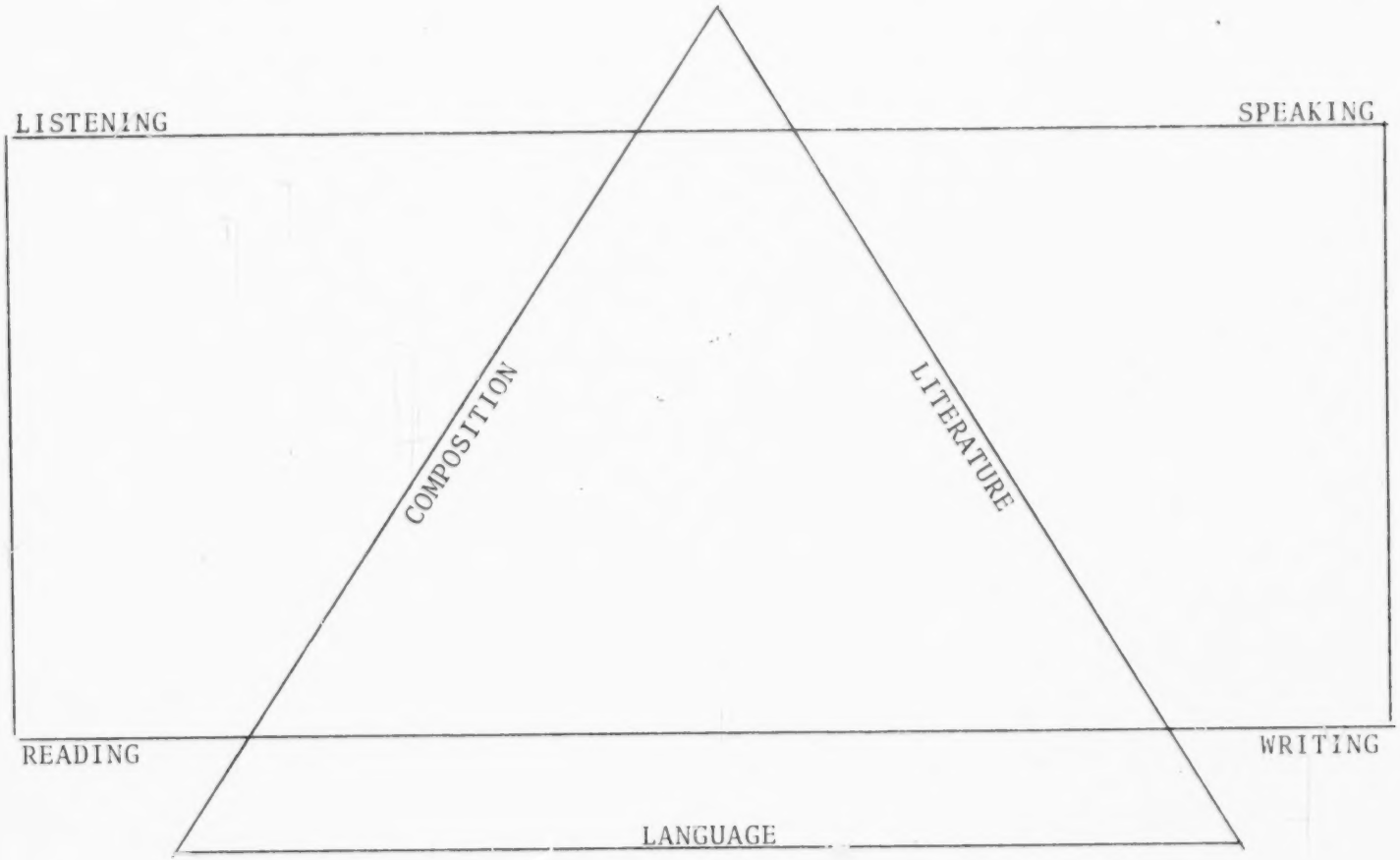
Joan B. Hollier - Master Teacher
Intermediate Grades

VERMILION PARISH SCHOOLS

Philosophy of Education

The Vermilion Parish Schools have the responsibility to provide educational opportunities which will prepare the individual for the society in which he lives and equip him with the necessary skills, attitudes, habits of mind, kinds of knowledge and understanding that will be his instrument for evaluating and effecting worthwhile changes in himself and mankind.

These responsibilities can best be achieved and sustained when the school system works in concert with the home, church, and community to promote the growth and development of the individual and of society.



ENGLISH DEFINED: English is comprised of language skills--listening, speaking, reading, writing--along with the three related areas of English content: language, composition, and literature. By this definition English consists of both content and skills. The definition makes possible a determination of what belongs in an English course and of how to set priorities in time and emphasis.

THE ENGLISH LANGUAGE ARTS

Introduction

There is no subject of greater value for the child than English Language Arts. All future learning and academic success is dependent upon the acquisition of reasonable facility in the language arts--the ability to think clearly and to organize thoughts effectively in order to become proficient in reading, writing, listening, and speaking. To think and to communicate with others is basic to all human behavior.

The child's understanding and appreciation of his surroundings, his interpretation of his own experiences, and his ability to meet the challenge of an expanding world are largely dependent upon his mastery of the English language. The usage of his language plays a major part in determining the quality of his life.

In a broad sense, the language arts may be thought of as the skills which are receptive and those which are expressive. The receptive skills permit a person to receive ideas from others. The expressive language skills permit the expression of ideas to others.

The approach to language affects the depth of learning. The child needs careful guidance and a well-developed program to understand his language so that he can manipulate it to serve his needs.

General Objectives

1. To help the child acquire an appreciation of the development, the power, and the significance of language as a tool for communication.

2. To assist the child to become efficient in the language arts skills of reading, listening, observing, oral and written expression, spelling and handwriting.

3. To contribute to the growth of each individual child in ability to communicate ideas correctly, effectively, fluently, and interestingly.

4. To diagnose the limitations of all students and to meet the individual needs.

5. To construct a sequential program through the interaction of literature, composition, and language.

Specific Objectives

1. Listening

1. To provide readiness for listening activities.
2. To select appropriate materials for listening purposes.
3. To help the child recognize desirable physical and psychological aspects of listening situations.
4. To teach the child how to decide at which level of listening he should function.
5. To teach the child to become more discriminating in his listening.

II. Reading

1. To teach every child to read to the best of his ability.
2. To develop in every child reading habits and skills at his own rate of learning.

II. Reading (Cont'd)

3. To make the child increasingly aware of the purposes for which he reads, and of his progress in reading.
4. To develop in the child the ability to use reading materials independently.
5. To provide for the child with a balanced and varied program of reading activities.

III. Literature

1. To help the child acquire desirable reading interests, tastes, and attitudes.
2. To help the child discover the values of reading and to get into the habit of spending some of his uncommitted time in reading.
3. To help the child read in a variety of materials, both poetry and prose.
4. To acquaint the child with the literary heritage of the human race.

III. Literature (Cont'd)

5. To develop a realization of the power and beauty of our language.
6. Ultimately, to promote the personal and social adjustment of the child.

IV. Oral Expression

1. To help the child develop facility in spontaneity of effective language expression.
2. To assist the child in learning to speak to and with people with no inhibitions other than those imposed by good social usage.
3. To aid the child in developing facility in functional language activities such as:
   a. Participating in discussions
   b. Carrying on conversations
   c. Telephoning
   d. Giving directions

IV. Oral Expression (Cont'd)

e. Story telling

f. Dramatizing

g. Carrying on simple parliamentary procedures

V. Written Expression

1. To provide many opportunities for a child to write.
2. To teach the child the process of focusing on, organizing, and developing his ideas into effective and meaningful language.
3. To help the child develop functional facility in written expression by providing the type of writing activities which society expects of its educated citizens.
4. To teach handwriting and spelling as a means to written expression.
5. To aid the child in evaluating his own speaking and writing in regard to content, organization, and presentation.

V. Written Expression (Cont'd)

6. To help the child to grow and take delight in expressing himself creatively.
7. To help the child become aware of reading as a stimulus for expression of one's thoughts and feelings.

VI. Language

1. To help the child become aware of the importance of oral and written language as a vehicle of human communication.
2. To teach that language is a system of arbitrary symbols, both oral and written, that can be manipulated to communicate thoughts and feelings.
3. To teach the child the basic structures and patterns in the English language, both oral and written.
4. To develop the understanding that language changes in and through history.

VI. Language (Continued)

5. To teach the child the various areas of language study--reading, listening, writing, speaking.
6. To assist the child in making reasonable judgments about the language pervading his environment.
7. To encourage the child to choose language appropriate to the situation.
8. To encourage the child to be receptive to changes which develop in his language and environment.
9. To foster the acceptance of language differences of others.
10. To provide the child with opportunities to express himself fluently, audibly with order, logic and a variety of usage.

ENGLISH LANGUAGE ARTS - GRADE 8

Suggested Time Allotments

Linguistics		50 min.
Reading		60 min.
	Basal text	60%
	Supplementary materials	20%
	Free reading	20%

Adopted Texts for Language Arts

Reading:	Ginn 100 Edition Exploration through Reading
English:	Harcourt Brace & World Roberts English Series 8
Spelling:	Harcourt Brace & World Sound and Sense in Spelling 8
Handwriting:	Noble and Noble Better Handwriting For You 8

The time blocks as established by this committee are not designed to be adhered to unalterably by every teacher. They are designed rather to provide a general basis, or a time guide, whereby each teacher can endeavor to teach effectively the ten parts of The Roberts English Series, as presented by the publishers, in approximately thirty weeks of actual time. Further study by teachers using this linguistic program will be needed if we are to establish more exact teaching time schedules for developing fully the reading passage and the grammar strand in each section of the textbook.

This committee realizes fully the problems encountered with the initial implementation of a linguistics program. Children who encounter the series for the first time in the fifth or the sixth grade are faced with difficulties. These children must be provided with materials for review, reteaching, and catching-up. Diagnostic testing, as provided in the workbook, should precede the selection and use of these materials. It is understandable that all of this takes time and delays the rate of progress. The first step toward the elimination of these obstacles is the full implementation of the linguistics program at all elementary grade levels.

The Roberts English Series is a sequential linguistics program which builds and provides a continuity of progression. For this reason, we believe that the teacher

must teach the lessons in the same order they are presented in the text. Each lesson presupposes what went before. It may often be necessary to go back for reteaching of parts that have not been learned well enough, but the teacher should never skip parts or lessons in hope of "advancing" more readily or "covering" the book. Skipping intermittent lessons or parts will only cause bewilderment and confusion among students.

This committee believes, further, that the record album which accompanies the text is a necessary and vital part of the total program. Selective use of the workbook which accompanies the text makes it possible for the child to put into actual practice the linguistic skills which are taught from the textbook. Undue emphasis and unnecessary use of the workbook can prove to be too time-consuming.

Supplementing the basal text with traditional, nonlinguistic materials and drills is not recommended. Proper evaluation of this program demands that the Roberts Linguistics Program be developed to its fullest extent.

Much emphasis in this series is based upon written composition. In grades four, five, and six the primary purpose of composition is to foster creative expression and to develop the skills of writing. Special care must be taken to encourage and not to discourage creativity. Therefore, grading, criticizing, and marking of papers at these grade levels by the teacher is not recommended. The skills of writing can be best

developed when the child acquires the ability to proofread and evaluate his own compositions. It is the teacher's responsibility, through praise and encouragement, to provide the proper motivation for a disciplined program of self-correction.

Seventh grade students should be introduced to the high school method for evaluating written composition. At this time compositions will be read, corrected, graded, and returned by the teacher. The students will correct and revise their papers according to a standard procedure. A copy of the high school grading system for written compositions is included in the guides for seventh and eighth grade.

CORRECTING COMPOSITIONS

An unread, uncorrected, unreturned theme is not worth assigning. Learning takes place with the writing. Therefore, "every school should establish an evaluation routine so that students will know that their composition will always be read, corrected, and graded by the teacher and returned to them for revision. The students should also have to correct and revise their papers according to a standard procedure and return them to the teacher by a specified date in order to get credit for them." [1]

Compositions with grades C-F should be completely rewritten. Only the sentences that contain errors should be rewritten on A and B compositions. As an incentive, the student could be given a second grade for rewriting. This grade can be one letter grade higher than the original grade.

Grade on Original Theme	C
Corrected Composition	B
Grade on Original Theme	C
Failure to correct composition	F

Composition folders - The teacher might ask the students to purchase a manila folder for filing in the classroom.

Number of compositions - There should be an attempt to have at least one or more composition activities every two weeks.

---

[1] John W. Warriner, The Teaching of Composition.

GRADING THE COMPOSITION

This system for grading the composition has been adopted by the high school teachers. We recommend its use, perhaps not in its entirety, by the seventh and eighth grade teachers.

4 points per quadrant as highest possible

4 - excellent
3 - good
2 - average
1 - passing
0 - failing

16 points is highest possible

16.....A
12-15.....B
8-11.....C
5-7 .....D
0-4 .....F

More advanced classes

16.....A
14-15.....B
12-13.....C
8-11.....D
0-7.....F

A - APPEARANCE
- Margins
- Handwriting ability
- Indentions
- Neatness

M - MECHANICS
- Capitalization
- Punctuation
- Spelling

S - SENTENCE STRUCTURE
- Grammar essentials
- Subject-verb agreement
- Run-on sentence
- Sentence fragments
- Comparison
- Proper case of pronouns
- Sentence variety

O - ORGANIZATION AND ORIGINALITY
- Organization
  - Logical arrangement of main ideas and details
  - Proper introduction
  - Satisfying conclusion
- Originality
  - Ideas
  - Treatment
  - Imagination
  - Word choice
  - Imagery

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 1 Three Weeks A Poem - "The Fish"	Morphemes	Compound Structures		A Description	Grading of written compositions is recommended at this grade level
An Old-Fashioned School - "A Classroom Scene"		Conjuncts Word Classes	Parliamentary Law	A Narrative to Write	
A Romantic Poem - "Hunting Song"	The Morpheme <u>ion</u>	Adjectives and Adverbials as Conjuncts	History of English	The Organization of a Paper	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITIONS		COMMENTS
Vocabulary Meaning	(Phon. & Mor.)	Syntax	Oral	Written	
PART 2 Three Weeks A Poem - "To an Athlete Dying Young"	Verbs that end in -ate	Structures and Functions	History of English	Development of a Metaphor	
Another School Scene - "A Lesson at Dotheboys Hall"	The Morpheme ion added to -ate verbs	Structures in the Verb Phrase	Parliamentary Law	Simile and Metaphor	
A Poem - "Very Like a Whale"	The Morpheme fy	Another Kind of Verbal	History of English	Organization by the Order of Climax	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 3 Three Weeks A Poem - "Brown's Descent"	Nouns ending in -cation	Particles	History of English	A Prose Version of the Poem	
A Selection from an Autobiography - "The Founding of a Library"	The Morpheme ize	Sentences as Conjuncts	A Report to Give Parliamentary Law		
A Poem - "On First Looking into Chapman's Homer" The Sonnet Form	The Morpheme ism	Practice with Compounding	History of English		Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 4 Three Weeks A Poem - "How They Brought the Good News from Ghent to Aix"	The Morpheme ist	Other Conjunc-tions	History of English	Meter	
A War Hero's Story - "An Arab's Feast"	Review of Derivational Morphemes	The Rest of the Conjunctions	Parliamen-tary Law	A Writing Assignment	
A Scottish Poem - "A Man's a Man for A'That"	The Morpheme ity	Punctuation of compound sentences	History of English	Topic Sentences	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE		GRAMMAR		COMPOSITION		COMMENTS
Vocabulary	Meaning	Morphology	Syntax	Oral	Written	
PART 5 Three Weeks						
A Ballad - "Sir Patrick Spens"		The Morpheme ous	Relative Causes	History of English	A Letter to Write	
A Humorous Description - "Blandings Castle"		The Morpheme ive	The Mechanics of the Relative Clause Transformation	Parliamentary Law	Titles of Aristocracy	
A Poem - "Lamb"		The Morpheme al	Shortened Relative Clauses	History of English	A Story to Write	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 6 Three Weeks A Selection from Shakespeare - "King Richard's Speech"	The Morpheme <u>ular</u>	Noun-Phrase Modifiers	History of English	Argument	
An Excerpt from Walden - "The Battle of the Ants"	The Morpheme <u>ess</u>	Compounding Relative Clauses and Related Structures	Parliamentary Law	A Description Based on a Comparison	
Two Poems - "The Python"; "The Purist" Rhyme Scheme	The Morpheme <u>ish</u>	The Compounding of Adjectives	History of English	An Argument Against	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 7 Three Weeks A Poem - "The Solitary Reaper"	Diminutives	Compounds with three or more Conjuncts	History of English	Language Differences	
An Adventure Story - "The Old Sea Dog"	Latin Roots and Prefixes	Correlative Conjunctions	Parliamentary Law	Writing Assignment	
A Poem About Piracy - "A Ballad of John Silver"	Forms of Latin Verbs	The Correlatives neither... nor	History of English	A Paper to Write	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 8 Three Weeks The Death of a Soldier - "Danny Deever"	Some Latin Prefixes and Roots	Nonrestrictive Relative Clauses	History of English	A Reconstruction	
A Famous Speech - "The Report on Dunkirk"	The Roots mittere, portare; The Prefix trans	Practice with Nonrestrictive Relative Clauses	A Report to Give Parliamentary Law		
A Poem - "The Angry Man"	The Roots claudere, trahere, mutare	Deletion in Nonrestrictive Relative Clauses	History of English	Synonymies	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 9 Three Weeks A Song from Light Opera - "Nightmare"	The Prefixes pro, ad; The Roots ponere, dicere	Appositives	Telling a Dream History of English		
Education in New Guinea - "The Training of Manus Children"	The Prefix sub; The Roots currere, ferre	Sentence Modifiers	History of English	A Comparison and Contrast	
A Poem - "Anyone lived in a pretty how town"	The Prefixes de, pre; The Root jacere	Dangling Modifiers	Parliamentary Law	Ungrammaticality	Tests and Review

A LINGUISTICS PROGRAM
GRADE 8

LITERATURE	GRAMMAR		COMPOSITION		COMMENTS
Vocabulary Meaning	Morphology	Syntax	Oral	Written	
PART 10 Three Weeks A Poem - "Boy at the Window" Alliteration	The Roots cedere, gradi	Adjectives of the type moved/ moving Clauses as Sentence Modifiers	History of English		
A Bit of Autobiography - "Burglars in the House"	Nouns and Verbs from Latin	Sentence Connectors	Parliamentary Law	A Character Sketch	
A Poem of Witchery - "The Hag"	Review of Latin Roots and Prefixes	Position and Punctuation of Sentence Connectors	History of English	A Paper on Superstitions	Tests and Review

INTRODUCTION TO READING

A systematic, co-ordinated program of reading instruction is needed throughout the elementary and junior high schools. It is for this reason that the Ginn Basic Reading Program has been adopted and extended through grades seven and eight.

While some seventh and eighth grade pupils may be ready for reading taught as a literature class, most of these pupils are in need of acquiring more reading skills and reinforcing those skills already learned.

Incidental reading instruction at any grade level, including the upper grades, does not produce the same results as a planned program. The abundance of supplementary materials present in our schools is indeed, an asset. Yet, care must be taken to assure that these materials are part of a planned program. To avoid their incidental use and to insure a planned program, these supplementary materials have been placed in the program. Our effort was to relate them to the basal reader by content and skills.

Because of the Ginn program's completeness, by way of its continuity in growth of abilities, variety of activities, organization of

experiences, and content of important ideas, we strongly recommend the reading teacher's close adherence to the program. The importance of the teacher's manual and it being closely followed cannot be too strongly emphasized.

This program is going to be evaluated carefully. The Ginn Achievement Test, which accompanies each book, will be administered in addition to the Stanford Achievement Test. The most important factor in the evaluation process will be the opinions of the reading teachers.

INFORMAL READING INVENTORY

The purpose of an informal reading inventory is to help teachers determine the reading levels of children in their classrooms. Various simple techniques may be used to administer the inventory. Descriptions of these techniques may be found in the Ginn manual, the Caddo Parish materials, or in The Graded Selections for Informal Reading Diagnosis by Nila Benton Smith which may be found in the Professional Library. The results are to be filed in the child's cumulative records.

DETERMINING READING LEVELS

1. Independent Level - The highest level at which the child can read with full understanding and without difficulty.
   (a) Comprehension: 90% or better accuracy
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 99% or better accuracy in word recognition, conversational tone, etc. (not more than one unknown word in each 20 words)

2. Instructional Level - The level at which systematic instruction can be initiated.
   (a) Comprehension: 75% minimum
   (b) Freedom from symptoms of tension
   (c) Rhythmical oral reading: 95% or better accuracy in word recognition, conversational tone, etc. (not more than one unknown word in each 20 words)

3. Frustration Level - The level at which the individual is thwarted and reading success is impossible.
   (a) Comprehension: 50% or less
   (b) Symptoms: tension, finger pointing, lip movement, vocalization, head movement, withdrawal, etc.
   (c) Oral reading rhythmical, high pitched voice, meaningless substitutions, etc.

4. Listening Level - Hearing Level - Capacity Level (not I.Q.)
   (a) Comprehension: 75% minimum
   (b) Ability to relate experience to information gained through listening
   (c) Ability to use language structure and vocabulary comparable to material heard.

INFORMAL READING INVENTORY
SYSTEMATIC RECORDING OF ERRORS

Substitution	She is ~~We are~~
Addition	The little girl
Omission	The (nice) boy
Repetition	We can dig
Phrasing	I /went// to (make notations)
Help given	//// /blaze/ (after 5 seconds of hesitation, help the child with the word)

Notations

Lip movement	LM
Finger pointing	FP
Head movement	HM

Sample Informal Reading Inventory

Peter liked everything about the seashore. He ~~like~~ biked the way/the waves//rolled in/

HM and/the/way the water changed ~~color~~ colors with the sky. He liked to //// /listen/ to the stories the fisherman told as they fixed mixed their nets/on the beach/.

FP He liked most of all to hear often Fisherman Bill tell/about//the Bad White Whale.

"He seemed to lie in wait for//fishermen returning//home with a big catch. Just when the wharf was in sight, up came this white whale.

"First /he surfaced/and//// /blew/ water up like a ~~tail~~ tail white feather. Then he dived down into/the ocean and came/up from under the boat.'

"Boat, fisherman, and fish, all were turned over into the water."

Fisherman Bill would//// /shake/ his head bed.

"He was a bad white whale if there ever was one!"

KEEPING CUMULATIVE RECORDS

Each teacher is to file the following information in the child's cumulative record folder. The results of these tests will be of the greatest help to you and the succeeding teachers in determing each child's needs and his stage of development.

1. Ginn Readiness Test results
2. Informal Reading Inventory
3. Interest Inventory from Readiness Test
4. Handwriting Pre-Test and Post-Test
5. Any other diagnostic tests administered such as the McCullough Word-Analysis Test
6. Ginn Achievement Test results
7. Standard Achievement Test results
8. Vermilion Parish Reading Record Form

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit I The Lure of Adventure Time : Four Weeks	Adventure can be thought of as a bold undertaking or as the adventure of the mind groping toward a goal. Adventure in one era becomes commonplace in another. It can be real or imaginative.			
Selection: "Banner in the Sky"	A young boy shares his dream of conquering an Alpine mountain with Captain John Winter, a famous mountaineer	Recognizing plot design; discussing sterotypes in character portrayal; locating information		
Selection: "Deep-Sea Dive"	Two students of a marine biologist share an adventure while deep-sea diving to tag abalone	Recognizing plot design; identifying conflict; understanding motives of characters		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit I (Cont'd) Selection: "Across the Pacific by Raft"	An excerpt from the book Kon-Tiki	Recognizing author's plan of organization; distinguishing between fiction and nonfiction; character traits common to many explorers	Controlled Reader FF-24 "Pathfinder of the Sea"	
Poems: "Western Wagons" "Travel" "Flight"	Adventure takes many forms	Appreciating rhythm, rhyme, mood, and point of view in poetry		
Selection: "The Blow"	In this episode from this book, Alone, Admiral Richard E. Byrd recalls his attempt to survive in a raging Antarctic storm	Dictionary skills; distinguishing between fiction and nonfiction	Controlled Reader HG-23 "Floating Ghost Ship"	
Selection: "Photographing Elephants"	Osa Johnson relates various experiences she and her husband had "shooting" elephants with a camera in the jungles of Africa	Associating reading with past experiences; locating reasons for story events and character behavior; using library card catalogue	Reader's Digest 6 "Filming a Cannibal Chief"	

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit I (Cont'd) Selection: "Dark"	In this episode from North to the Orient, Anne Morrow Lindbergh tells how she and her husband flew over an unknown route to Nome	Supporting statements with proof; distinguishing between fact and opinion		
Unit II The Sporting Spirit Time: Four Weeks	Sports heroes; good sportsmanship is evident in everyday conduct of most people			
Selection: "The Milk Pitcher"	A boy who loves cows and baseball wins a scholarship to an agricultural college and saves the day for the college through a baseball game	Characterizing through action; using names to reveal character traits; reasons for events		
Poem: "Swimmers"	Expression of a swimmer's feeling in his power to fight the sea; sea is a worthy opponent	Understanding and appreciating poetic expression; rhyme scheme		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit II (Cont'd) Selection: "The Scarlet Sail"	Through much teasing, a young girl sets out alone in a sailboat, experiences the thrusts of wind and efforts of keeping the boat afloat; she is finally saved by her parents, but goes out alone again to prove to her instructor she has learned	Relationship of story events; character story; recognizing the author's implication; finding supporting statements	Controlled Reader HG-4 "An Adventure in the Upper Sea"	
Poem: "Skating"	Lake seems to sing to the graceful and skillful skating of a girl	Understanding poetic expression; comparing poems; recognizing onomatopoeia	Reader's Digest 5 "Skating Days in Holland"	
Selection: "Four-Ring Circus"	Basketball teamwork leads to victory for Trenton High	Point of view of the author; recalling ways authors reveal characters; cause and effect		
Selection: "The Beardless Games"	Description of the training of young boys and young men for the ancient Olympic Games	Dictionary uses; etymology of words; outlining		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit II (Cont'd) Selection: "A Champion Battles Cross-Tides and Rough Seas"	Two New York Times articles describing Gertrude Ederle's 1926 swim across the English Channel; news events seen from different points of view			
Selection: "On Skates"	Enjoyment of skating; facts about the sport of figure skating told by Dick Button	Locating supporting evidence		
Unit III Giants of the Earth Time: Four Weeks	People, living both today and years ago, whose achievements have helped the world become a better place in which to live			
Selection: "Leonardo da Vinci"	Life and works of this great artist, musician, and athlete	Recalling details; skimming to find details; recalling methods of characterization; biographical research	Controlled Reader E-17 "Leonardo da Vinci"	Advanced Gates Peardon RD

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit III (Cont'd) Poem: "Washington Monument by Night"	Thoughts of the man who suffered through Valley Forge and a great war to see a nation born	Understanding and appreciating poetic expression; visualizing details; free verse	Reader's Digest 6 "The Perfect Memorial"	
Poem: "Thomas Jefferson"	Thomas Jefferson speaks about himself and his accomplishments while he was on earth	Discussing rhythm pattern and rhyme scheme		
Selection: "Gandhi of India"	Gandhi unselfishly devotes his life to the betterment of India	Skimming for details; characteristics of leadership		Advanced Gates Peardon RD
Selection: "Steinmetz: An Electrical Giant"	An eccentric genius who explored the mysteries of electricity and enriched the lives of billions of people	Recognizing story sequence; analyzing methods of characterization		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit III (Cont'd) Poem: "In Time of Need"	An expression of Thanksgiving to God for the mountains	Understanding symbolism; appreciating poetry		
Selection: "Archimedes"	Archimedes shows that it was not only possible to apply a scientific approach to the problems of everyday life	Outlining main ideas and details; supporting inferences		Advanced Gates Peardon SA and RD
Selection: "The Letters of Jefferson"	Author points out that Thomas Jefferson's many-sided nature is revealed in the more than 18,000 of his letters which survive	Evaluating outlined material; organizing subdivisions in outlines; word study	Controlled Reader F-15 "Jefferson and the Sculptor"	
Selection: "Starting the Climb to Fame and Fortune"	Andrew Carnegie tells how he started up the ladder of success	Relating reading rate to purpose, main idea; context clues	Reader's Digest Advanced "The Boys and Their Money"	Advanced Gates Peardon SA

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit IV For the Fun of If Time: Four Weeks	Emphasis on fun in reading			
Selection: "The Fifty-First Dragon"	Gawaine is given a magic word to say for protection and sent out dragon hunting	Interpreting symbolism; discussing caricatures in drawing and writing	Controlled Reader EE-4 "Arthur Becomes King"	
Poem: "The Duke of Plaza-Toro"	A selection from The Gondoliers. A noble warrior who marched behind his men to battle and led them in retreat	Studying devices to create humor		
Selection: "Uncle Abner and the Babe"	Great-great-niece of Abner Doubleday, founder of baseball, confronts Babe Ruth for autographs	Sequence; methods of characterization	Controlled Reader GH-12 "Abner Doubleday"	

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit IV (Cont'd) Selection: "Guinea Pig"	Ruth McKenney's skills in lifesaving come the hard way	Reading rate improvement; relating story events to the climax; flat and rounded characterizations		
Selection: "Ring Out, Wild Bells"	Walcott Gibbs recalls his appearance as Puck in a school production of A Midsummer Night's Dream	Understanding allusions; omission of irrelevant detail		
Selection: "Paul Bunyan"	The poet and author Carl Sandburg discusses the origins of the Paul Bunyan tales and then retells five of them	Determining author's plan of organization; discussing American folk heroes		
Poems: "The Hunter" "The Purist" "A Beginner's Guide to the Ocean"	Ogden Nash pokes fun at hunter in the first poem; at the verbally over-conscientious in the second; and at people cavorting on the beach in the third. He also makes some original observations about the ocean	Reviewing purposes for writing poetry; expressing serious ideas in humorous verse; studying effects of rhythm, rhyme, and word choice; tracing allusions; discussing importance of a sense of humor		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit IV (Cont'd)				
Selection: "Are You a Skid-Talker?"	Corey Ford recalls a friend who is a champion skid-talker. She mixes words in familiar sayings; she turns entire sentences inside out or fuses different thoughts into the same sentence.	Using language humorously; studying organization of the article		
Selection: "Weather Records"	The great American humorist, Robert Benchley, pokes fun at the Weather Bureau practice of reporting weather records.	Recognizing reasons for statements; reviewing usage levels; use of slang in humorous selections; using formal English in informal conversations		
Selection: "America on Wheels"	James Morris, an Englishman, holds up a mirror to reflect the place of the automobile in American life.	Contrasting American and British expressions; evaluating judgments	Controlled Reader HG-3 "The Toy That Turned Into A Tool" GH-25 "Fasten Your Seat Belt, Please"	

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit V America Grows Time: Four Weeks	America continues to grow in widespread awareness of social responsibility with greater respect for the individual		Reader's Digest Advanced "You Can Help America"	
Poem: "America the Beautiful"	Familiar expressions of patriotism by Katherine Lee Bates	Appreciating use of repetition in poetry; understanding figurative language; discussing hymn as one kind of poetry; archaisms		
Selection: "Johnny Tremain and Goblin"	Johnny Tremain works as horse boy and becomes fast friends with a timid horse, Goblin. Tremain learns to jump hurdles in days of colonial Boston.	Choosing subtitles; character traits; relating story to past experience; author's background of information		
Document: "First Part of the Declaration of Independence"	World-famous words affirming belief in basic rights of man	Understanding formal language	Reader's Digest Advanced "The Americanization of an American"	

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit V (Cont'd) Selection: "A Statue of Mr. Lincoln"	Vinnie Ream, 17 years old, gets permission to do a full-length statue of Lincoln in Capitol	Sequence; portraying character by comments; supporting judgments by fact; inferences	Controlled Reader E-22 "Children in the White House"	
Quotations: "From the Second Inaugural Address"	Vision of hope for the nation about to be reunited after the Civil War			
Poem: "The Oregon Trail 1843"	Sturdy American pioneers roll westward along the Oregon Trail facing Indians, floods, mountains, hardships.	Appreciating vivid description, symbolism; contrasting poetic and historical accounts		
Selection: "Song of Years"	Wayne Lockwood leaves the East to stake a claim in the West and is successful after a long walk to the claim office.	Figurative language; discussing imaginative, realistic setting; discussing characterization; context clues; relevant and irrelevant details		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit V (Cont'd) Poem: "I Hear America Singing"	Walt Whitman listens to people in America; hears different voices singing a special song for building a better America	Appreciating free verse; inferences	Controlled Reader E-25 "O'er the Land of the Free"	
Poem: "U.S.A."	Benét humorously ponders the reactions of people in the year 2033 as they look back upon this era.	Appreciating rhythm and rhyme; contrasting compactness of poetry and prose		
Selection: "The Pony Express"	Mark Twain writes account of a pony rider.	Use of figurative language; relating purpose to organizing	Reader's Digest 6 "Pony Express"	
Selection: "Where Bush Pilots Fly"	Bush pilots fly across frontier in Alaska, lending a helping hand wherever needed.	Skimming	Reader's Digest 6 "Bush Pilots of the Far North"	

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit V (Cont'd) Selection: "Flying into the Space Age"	Three selections; editorial paying tribute to Charles Lindbergh after first successful transatlantic flight; eyewitness report of Alan Shepard's flight in outer space; John Glenn's successful orbit of earth	Understanding personification; skimming; using Readers' Guide		
Unit VI Tales for Retelling Time: Four Weeks	Stories which teach ethical conduct and values; fables from ancient and modern world			
Selection: "Jason and the Golden Fleece"	Jason's uncle challenges him to seize the Golden Fleece in Colchis; he returns successful	Recognizing interrelationships of subplots; character traits; evidence to support answers		
Selection: "Julius Caesar"	Julius Caesar returns to Rome in triumph, group of conspirators plan to assassinate Caesar	Sequence; identifying story characters, understanding character motivation		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit VI (Cont'd) Parable: "The Good Samaritan"	Jesus told this parable to guide people to greater tolerance and compassion; idea of brotherhood	Discussing economy of language; application of parable's lesson	Reader's Digest Advanced "The Light in the Window"	
Poem: "Ozymandias"	Ancient Egyptian king who erected a statue in his name; contrast the state of ruin with the epitaph of Ozymandias	Discovery of poet's purpose; creating mood; discussing irony	See Robert's English Series Grade 6 Part 3	
Poem: "Lochinvar"	Ballad tells how Lochinvar saves his lover from marrying another man.	Appreciating the poem; comparing two narrative poems; studying ballad form; distinguishing between folk and literary ballads	See Robert's English Series Controlled Reader GH-16 "Monster in the Lock"	
Selection: "The Necklace"	Mathilide Loisel dreamed of fine clothes, fancy balls, and luxurious homes. She and her husband spend a lifetime working to repay a necklace which turns out to be only paste.	Short story structure; characterization; recognizing author's implication		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit VI (Cont'd) Poem: "The Deacon's Masterpiece" (Radio adaption)	Deacon built the one-hoss shay without a weak spot; it went to pieces after a hundred years.	Appreciating a poem; understanding dialect		
Selection: "Fables"	Explanation of fable and its history from Greek cycle starting with legendary Aesop down to present day James Thurber	Recall; outlining		
Fables: "Mercury and the Sculptor" "The Crow and the Partridge" "The Lion and the Mosquito" "The Moth and the Star"	Fables from Aesop; a Hindu fable; a French fable; a modern fable from Thurber; descriptive article on fables			

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit VII Suspense and Mystery Time: Four Weeks	Realistic stories with a touch of humor; incongruous situation beyond human exploration		Controlled Reader HG-12 "The Evil Eye" GH-23 "The Owl Creek Bridge" F-19 "Dream and Disaster" E-8 "Mystery in the Old House"	
Selection: "The Day the Children Vanished"	A school bus filled with students and driver disappears. They are kidnapped by bank robbers but later returned safely after a shoot-out.	Sequence; discussing mob psychology; context clues; distinguishing fact from opinion; relating cause to effect		
Poem: "Macavity: The Mystery Cat"	T.S. Eliot's poem about a notorious cat with an alibi for every crime; symbolic of all cats - mischievous, clever, and mysterious	Appreciating rhyme and rhythm; effect of repetition; alliteration		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit VII (Cont'd) Selection: "A Night at an Inn"	Mystery play combining the real and supernatural; four Englishmen flee India with a ruby eye stolen from an idol; lose fight against supernatural idol	Comparing plays and short stories; characterization; supporting evidence		
Poem: "The Raven"	A raven seeks shelter in the room of a young man, grief stricken over a girl's death	Discussing poetic mood; relating mood and theme; vivid word choice; repetition; alliteration	Controlled Reader GH-20 "Sambo The Tyrant"	
Poem: "The Listeners"	Phantom listeners ignore the calls of a lonely traveler	Visualizing the scene; poetic mood		
Selection: "August Heat"	An odd coincidence occurs when an artist and a criminal cross paths	Characterization; comparing British and American expressions; cause and effect; importance of setting		

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

	Basal Selections		Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit VII (Cont'd)				
Poem: "The Witches' Spell"	Lines from Macbeth; three witches brewing an evil potion	Discussing mood of the poem		
Poem: "The Admiral's Ghost"	Alfred Noyes relates death of Sir Francis Drake and his return as a ghost in the person of Lord Nelson	Structure of the poem; visualizing a character; tracing an allusion		
Selection: "The Pharaoh's Treasure"	British archeologists unlock the mystery of the tombs of Pharaohs.	Recalling; main and subordinate ideas	Controlled Reader E-15 "The Rebellious Scribe"	
Selection: "The Story of the FBI"	Emphasis on the FBI's fingerprint exchange, work of FBI scientists, and the vigorous training of new agents	Locating information; skimming	Controlled Reader HG-22 "Tracking Counterfeiters"	

A GUIDE TO USING SUPPLEMENTARY MATERIALS
TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
Unit VIII Growing up Time: Four Weeks	Experiences related to growing up			
Selection: "Father Opens My Mail"	Clarence Day retells problem with his father about opening his mail	Recall; context clues; distinguishing fact from opinion	Reader's Digest Advanced "The Subject is My Own Son"	
Poem: "Girl's-Eye View of Relatives"	Four short poems telling of a girl's reaction to members of her family	Identifying rhyme sentences; discussing the triolet		
Selection: "Weep No More, My Lady"	Boy finds dog in swamp, trains it to become a first-rate bird dog, then has to return it to its owner	Techniques of characterization; use of dialect; inferences about characters.	Reader's Digest Advanced "Twenty Questions Asked about Dogs"	
Poem: "Navaho Prayer"	Navaho Indian asks for cleanness, wholeness, fleetness and other qualities	Relating poetic theme to life; language and rhythm		

A GUIDE TO USING SUPPLEMENTARY MATERIALS TO ACCOMPANY EXPLORATION THROUGH READING, 100 EDITION

Basal Selections			Supplementary Materials	
Stories and Poems	Topics	Skills	Topics	Skills
nit VIII (Cont'd) election: "The Graduation Present"	Scene from I Remember Mama; Katrin grows up when she learns of her mother's sacrifice in purchasing an expensive gift for Katrin for graduation	Supporting statements with evidence; characterization; details		
'oem: "Your World"	Poet observes that your world is as big as you make it	Interpreting the poem; relating poem; relating poem to personal experiences		
Selection: "Letters to His Daughter"	Thomas Jefferson writes to his daughter with great concern about her education, activities, behavior, and dress	Using references to verify inferences; skimming		
Selection: "A Proper Place for Sports"	Theodore Roosevelt reveals his personal philosophy concerning athletics and intellectual achievement	Discussing letter of advice		
Selection: "An Open Letter to America's Students"	Dwight Eisenhower urges American students to remain in school; achieve highest possible potential in education and in citizenship	Context clues; finding reasons for author's statements		

MULTI-LEVEL USE OF SUPPLEMENTARY MATERIAL

The following filmstrips and stories were not recommended for specific correlation with the basal text. These may be utilized at any grade level to provide for individual needs of the group.

Controlled Reader Stories Not Correlated with Basal Text - Level 4-D

D 1 - "Swamp Snake"
D 5 - "The Palace Made by Music"
D13 - "The Many-Colored Serape"
D15 - "The Little Mermaid"
D19 - "A Day in Korea"
D20 - "Clouds"
D22 - "Penguins on Parade"
D25 - "Albert Schwitzer"

Controlled Reader Stories Not Correlated with Basal Text - Level 4-DD

DD 7 - "Tips on Eating"
DD11 - "Joseph"
DD12 - "Smog - Enemy of the City"
DD14 - "The Great Alaskan Earthquakes"
DD17 - "The Smoke-eaters"
DD19 - "Day-old Bread"
DD22 - "Mother's Cabbage Soup"
DD23 - "Manfred von Richthofen"

Reader's Digest Stories Not Correlated with Basal Text - Level 4

"Nature's Super-Senses"
"A Home for Ted"
"Underground Fairyland"
"Annie Oakley"

Reader's Digest Stories Not Correlated with Basal Text - Level 4 (Cont'd)

"Last Escape"

"Conversation With a Bird-Spotter"

"Balsa, Nature's Wonder Wood"

"Hot Magic"

"Chesapeake Shell Game"

"Flood"

Controlled Reader Stories Not Correlated with Basal Text - Level 5-E

E 1 - "New Boy at Tanglewood"

E 3 - "The Money Maker"

E 4 - "Singing Wire"

E 8 - "Mystery in the Old House"

E 9 - "The Meaning of the Word"

E10 - "The Meaning of the Word"

E11 - "Greased Lightning"

E14 - "Toby's Otter"

E16 - "The Great Frog War"

E23 - "Herbert's Front Walk"

E24 - "Turtles in the House"

Controlled Reader Stories Not Correlated with Basal Text - Level 5-EE

EE 1 - "The Lemon Ice War"

EE 3 - "The Runaway"

EE 5 - "The Wax People"

EE 8 - "The Lazy Koala"

EE 9 - "Ma Haller Pins on the Badge"

EE11 - "The Fighting Seabees"

EE13 - "Giant Meets Lee"

EE14 - "New Cop on the Beat"

EE16 - "Water, Water, But Not Everywhere"

EE18 - "Dick Whittington's Cat"

Controlled Reader Stories Not Correlated with Basal Text - Level 5-EE (Cont'd)

EE21 - "A Strange Visitor"

EE22 - "The Golden Touch"

EE23 - "Saturday Morning"

EE24 - "Adventure in Cnossus"

Reader's Digest Stories Not Correlated with Basal Text - Level 5

"Mothers of the Wild"

"Sheik Justice"

"A Letter for Bobby"

"Old Slowpoke, the Possum"

"History As Tree Rings Tells It"

"Sea Lions"

"Porky - Nature's Pincushion"

"Winter Wonder"

"Shoes for the Children of Drancy"

"The Builders of the Bridge"

"Hero in Shining Feathers"

"Engine Number 999"

"Hawaii: Island Paradise"

"The Sergeant and His Shoeshine Boys"

Controlled Reader Stories Not Correlated with Basal Text - Level 6-F

F2 - "R.F.D."

F3 - "The Sea Captain and the Albatross"

F4 - "Fair Trader"

F5 - "Get 'Em While They're Hot"

F6 - "Only a Miracle"

F 9 - "The Would-Be Wizard"

F11 - Part II "Escape on Ice"

F13 - "First Man Across"

F14 - "Over the Alps"

F16 - "The Golden Cities of Cibola"

Controlled Reader Stories Not Corrleated with Basal Text - Level 7-GH

GH2 - "Come for a Spin"

GH4 - "The Glass Works"

GH5 - "Duel at 70 Miles an Hour"

GH6 - "Praying Preyers"

GH7 - "The Liberty Bell"

GH8 - "How Man Learned to Fly"

GH9 - "King of the Prehistoric Monsters"

GH10 - "The Telegram"

GH11 - "The Beast That Never Was"

GH15 - "Stalked by a Grizzly"

GH19 - "Early Days Ashore"

GH22 - "Sam Patch"

GH24 - "The World's Oldest Warship"

Controlled Reader Stories Not Correlated with Basal Text - Level 8-HG

HG1 - "Pokey"

HG2 - "Champion Stock"

HG5 - "Chased By the Trail"

HG6 - "Casey Jones"

HG7 - "The Great Chicago Fire of 1871"

HG8 - "The South American 'Didi'"

HG9 - "They're Crazy Over Rocks"

HG10 - "Homemade Gold"

HG11 - "At Home With the Termites"

HG13 - "The Squires Win Golden Spurs"

HG14 - "America's Strangest Animal"

HG15 - Part I "Charles Goodyear"

HG16 - Part II "Charles Goodyear"

HG17 - "Thar She Blows"

Controlled Reader Stories Not Correlated with Basal Text - Level 8-HG (Cont'd)

HG20 - "Never Monkey With a Baboon"

HG21 - "Before the Circus Comes to Town"

HG22 - "Tracking Counterfeiters"

HG24 - "Haym Solomon"

HG25 - "The Lost Colony of the Confederacy"

Reader's Digest Stories Not Correlated with Basal Text - Advanced

"Why Not Speed Up Your Reading?"

"Twenty Most Common Questions Asked About Dogs"

"How They Captured the Rainbow"

"They Found the New World"

"My Fight with Jack Dempsey"

"The Fiercest Animal on Earth"

"Why Live in Alaska?"

"The Light in the Window"

"The Mystery of the Trace Elements"

"Roger Williams - First Modern American"

READING STORIES TO CHILDREN

A teacher's comprehensive background of knowledge - of poetry, prose, stories of various kinds, books of different type of content - is very helpful in the motivation and guidance of pupils in reading. An oral reading teacher should love the old gems but keep abreast of the new. She should be alert to the precious tales of childhood and the accomplishments of adulthood. A very fine story can be spoiled by inept reading, but a simple story may be entertaining because a teacher knows it perfectly, has prepared adequately to read it, and presents it with the right tone in a pleasant and considerate manner. A teacher who reads well orally from the best authors and poets will so motivate pupils to read that the time will come when all the pupils of a class will desire to read.[1]

Books or stories chosen to be read aloud to children should be selected on the basis of literary quality and oral readability. Teachers are advised to consult librarians and various lists to be found in professional publications in addition to their own knowledge of children's literature for suggested titles.

---

[1]James A. Fitzgerald and Patricia G. Fitzgerald, Teaching Reading and the Language Arts. (Milwaukee: The Bruce Publishing Company, 1965).

INTRODUCTION TO THE SPELLING PROGRAM

The purpose of the spelling program is to teach pupils to spell words they will use in their written expression. To accomplish this, spelling should be introduced in a meaningful situation. If a child does not know or understand a word, he will not use it in his written or oral language.

The method used in our text, Sound and Sense, is explained in the teacher's edition. The success of the spelling program will depend on how adequately this method is implemented. The teacher's effort should be directed toward the efficiency with which she uses this method.

The development of spelling ability is not limited to what is done in periods specifically devoted to teaching spelling. Pupils learn to spell many words by reading. As reading abilities are developed, spelling is improved.

Composition contributes much to spelling. Correct spelling is a factor in acceptable written work, and there should be increasing emphasis upon it in intermediate grades and beyond.

Better spelling occurs when shortcomings in speech are overcome. Mispronunciations have been found to be related to disabilities in spelling. Correct pronunciation is an essential step in learning spelling.

Children learn to spell many words in activities outside the spelling class. This points to the need for coordinating instruction in spelling periods with the development of spelling ability in other activities.

A definite plan for correcting spelling errors should exist. The mere checking of spelling errors does little good unless accompanied by an effective plan for learning the words which have been misspelled. The more pupils accept responsibility for detecting spelling errors and learning the misspelled words, the better. Pupils should correct their own trial tests. This focuses the attention of the individual pupil on each word he has misspelled, as well as on the correct spelling of the word. To have each pupil correct his own paper is better than to have pupils exchange papers or to have the teacher correct them. Checking their own papers will help establish the habit and improve the ability of proofreading.

SPELLING DEMONS

As a result of three independent studies of the words frequently misspelled by elementary school pupils, a combined list has been published in Education Today Bulletin No. 56.

Fourteen words common to all three lists were: coming, every, February, friend, here, know, some, their, there, they, too, two, very, would.

The 225 demons in the combined list are given below, as a guide to teachers in the reduction of spelling errors.

ache	another	been	business	clothes
again	answer	before	busy	color
all right	any	beginning	buy	coming
always	apple	believe	came	cough
am	around	birthday	can't	could
among	asked	blue	caught	country
an	babies	bought	children	course
and	beautiful	break	choose	cousin
animals	because	built	Christmas	dear

decided	for	having	jumped	minute
didn't	forty	he	jumping	money
different	friend	hear	just	morning
doctor	friends	heard	know	mother
does	frightened	here	laid	Mrs.
done	from	him	let's	much
don't	getting	hoarse	letter	my
down	goes	hour	like	name
dropped	going	how	likes	named
early	good-by	I	little	none
easy	grammar	I'll	looked	now
enough	guess	instead	loose	o'clock
every	half	interesting	lose	October
everybody	Halloween	it	making	off
February	happened	its	many	often
fine	have	it's	me	on
first	haven't	January	meant	once

one	seems	surprise	threw	want
our	separate	swimming	through	wanted
people	shoot	teacher	time	was
place	since	tear	tired	we
play	some	than	to	weak
pretty	something	Thanksgiving	today	wear
raise	sometime	that's	together	Wednesday
read	sometimes	the	tonight	went
ready	started	their	too	were
received	stationery	them	tried	when
right	stopped	then	trouble	where
running	straight	there	truly	whether
said	sugar	they	Tuesday	which
Santa Claus	summer	they're	two	whole
Saturday	Sunday	things	until	will
says	suppose	though	used	with
school	sure	thought	very	woman

won't

would

write

writing

wrote

you

your

you're

In grade four students should concentrate their efforts on improving their cursive writing skills. All, or nearly all, written work in this grade should be done in cursive writing.

This is not to say that manuscript writing should be forgotten. It is necessary for map work, filling in blanks, posters, etc., and should be maintained. Students should be encouraged to increase the speed of their writing during this year, but even more important than speed is legibility. In this grade, the emphasis should be placed on making strokes in an easy, swinging fashion, pausing only long enough to change direction. With such a rhythmic style, both speed and legibility can be achieved.

By the time students reach the fifth grade, they have had considerable practice in developing the skills needed for a legible handwriting. The fifth grade work should emphasize fluency by giving additional practice and concentrate on eliminating any weaknesses that remain.

By the time students reach the sixth grade, they should have acquired all the skills necessary for good handwriting. It is important that the work of this year be organized to insure that each student gains these essential skills. Continued

practice and self-evaluation are necessary for improvement in the use of these skills.

Teachers at every grade level should call a halt to poor writing habits and hold every student to established standards of neatness and legibility. If every teacher, especially those in departmentalized situations, consistently refused to accept careless, haphazard written work, penmanship would improve. Praise those students who do improve. Even junior high students respond to encouragement and appreciation of their efforts.

HELPFUL HINTS FOR THE TEACHING OF HANDWRITING

1. Make a definite plan for each lesson, changing the type frequently to arouse and maintain interest.
2. Study and practice the letters before attempting to demonstrate on the chalkboard.
3. Check the commonly made errors in letter formations, and give special drill on them.
4. Compare writing with early attempts to note degree of growth. Keep a progress folder.
5. Encourage good posture by commending those who are showing improvement.
6. Help the child to understand the following terms: slant, undercurve, retrace, uniform, size, movement, and rhythm.
7. Provide practice at the chalkboard and on paper to help the child develop a feeling of rhythm and to acquire the habit of writing rhythmically.
8. Line the chalkboard which is to be used for demonstration.
9. Encourage expressions from the child as to the faults in writing and the remedy for the same.
10. Form the habit of neatness and orderliness in all written work.

LISTENING

Listening is the primary skill of the language arts, for it is through listening that the baby is aware of speech. He learns to form words through imitation of the sound he hears.

This primary nature of listening tends to make us consider it a natural skill, one that is known by everyone and does not require teaching. We should not assume that listening will take care of itself.

To promote effective listening, teachers should be aware of the assistance they can provide to pupils. The physical conditions of the classroom should be checked. Little attentive listening will be done in a room that is poorly ventilated, overheated, or unusually cold.

Vary the routines of teaching so that children do not become overly fatigued or bored. The listening attentiveness of young children is relatively short. Long periods of uninterrupted listening are less effective than are short experiences interspersed with more active learning activities.

Plan learning activities to include more speaking by children and less by the teacher. The majority of the speaking is often done by the teacher, with relatively infrequent opportunities for students to speak. Children who are involved in an

activity listen more readily, more attentively, for there is a reason to listen.

The teacher should set the style in listening. How the teacher listens to children may influence their habits of listening. The teacher who obviously is not sufficiently interested in a child's presentation before the class cannot expect the class to listen.

To listen is an effort, and just to hear is no merit. Listening is a skill needed by every person every day. The teacher should be aware of the importance of listening and realize that listening skills must be taught. Materials are rapidly appearing on the market to assist the teacher in providing instruction in these skills.

LISTENING ACTIVITIES AND MATERIALS

ACTIVITIES

Listening to tape recordings--music, poetry, plays, reports, stories, speeches.

Listening to sound motion pictures for information relevant to content areas.

Listening to choral readings. Participating in choral reading.

Listening to directions. Giving directions.

Listening to stories. Telling stories.

Listening to messages delivered by the public address system. Special activities could be planned for a class in order that specific directions of instructions are given to students in one room or grade.

Participating in conversations and discussions.

Participating in plays, programs, assemblies, radio and television programs, and producing recordings (tapes and records).

Planning listening activities and evaluations of the activities.

Developing class standards for effective listening.

Constructing a listening chart for recording listening progress.

Playing listening games.

Establishing a listening corner in a classroom, stocked with records, record players, tapes and tape recorders, so that the students may engage in independent listening activities.

Providing opportunities for students to utilize receptive and expressive communication skills.

MATERIALS

(These are supplementary materials which a teacher may need to acquire. This is not a list of basic materials, i.e., records, record player, tape recorders, earphones,etc.)

Tapes: Read and Listen tapes with accompanying workbooks produced by the Educational Development Laboratories.
SRA Listening Tapes with accompanying workbooks produced by Science Research Associates

Skill Builders: Listening Skill Builders which are included in most of the SRA Reading Laboratories produced by the Science Research Associates.

Filmstrips: Tachist-O-Films for the improvement of learning produced by the LTS, Incorportated, Texas Educational Aids, 4725 Main, Houston, Texas 77002.

Audio Reader: Tapes and worksheets for oral fluency produced by Califone, Texas Educational Aids, 4725 Main, Houston, Texas 77002.

Books for skill games and activities in listening:

Wagner, Guy, Max Hosier, and Mildred Blackman. Listening Games, Building Listening Skills with Instructional Games. Darien, Connecticut: Teachers Publishing Corporation, 1960.

Russell, David H. and Elizabeth F. Russell. Listening Aids Through the Grades. New York: Bureau of Publications, Teachers College, Columbia University, 1959.

Various language arts text books which are designed to serve college method courses for instruction in the language arts.

It happens sometimes that literature, its objectives, and its place in the elementary school are confused with reading, its objectives, and its place in the elementary schools. It should be kept in mind that the literature lesson and the reading lesson are not the same. We teach reading in school so that children will learn to read. We teach literature so that children will want to read for their own pleasure. With these distincitons in mind, a consideration of the teacher and literature in the elementary grades is in order.

The teacher holds the key to the success of a literature program. In teaching literature, the teacher should become a willing participator in the lesson. To do this, the teacher first needs to know books. The teacher must also communicate a sincere enjoyment in the literary materials being read. It is useless for teachers to try to interest children in reading something that they themselves do not find enjoyable.

The teacher should present a broad range of materials to the children so that their choices can be made from a broad base. Personal preferences of the teacher, even though narrowed down to one or two types of literature, should not be an obstacle to this presentation.

How are we as teachers going to be sure that our students read good literature outside of the classroom? The usual answer will be, "Make them give book reports." The

children themselves will ask, "Why do we have to have book reports?"

"Because I need to know what you're getting out of the book," will be the teacher's answer.

The book report usually tells the author's name and book title, the locale, theme, and the plot told in the reporter's own words. Sometimes the reader's opinion of the book is required. The report may be either oral or written.

There exists an alternative to book reports, book introductions. A book introduction is a plan for children and a book to meet each other. Enough is told about the book introduced so as to make further acquaintance easier and desirable. The introduction usually includes the name of the author and title and some incident in the story preferably read aloud so that the exact words of the story itself can be shared. The plot is not disclosed nor are surprises in the story given away. Book recommendations are usually oral. Book reports differ from book recommendations mainly in that the book report's attention is on the reporter, whereas in the book introduction, the attention is focused on the book.

ORAL COMPOSITION

By far the greater number of people speak their language without writing it. The length of time that writing has been in use is short in comparison with the length of time spoken language has been in existence. The language an individual speaks remains throughout his life the most utilized method of communication with his fellow man.

The normal child vocalizes shortly after birth and progresses from about seven sounds in the first two months of life to a rate as high as thirty thousand words a day by the age of six.[1]

In planning language development, it is important to consider two problems: (1) how to develop new abilities, habits, and skills of expression; and (2) how to guide each child to change from ineffective or defective language habits to effective and acceptable ways of communicating with others.

Speaking, which was so frequently used in preschool periods must be restrained to

---

[1]John E. Anderson, "Principles of Growth and Maturity in Language", Elementary English Review, 18:250, November 1941.

some degree in school. The child must learn that speaking is not just a matter of saying anything and everything that comes to mind. The etiquette of communicating with others involves listening and giving thought to the expressions of others. A child should learn to meet people with poise, to speak clearly in all situations, to use an acceptable vocabulary in good taste, and to develop competence in listening and speaking.

Teachers have the responsibility of making children sensitive to "levels" of oral communication. Classes and individuals in classes differ enormously in their backgrounds. Playground English will differ from the structures set forth in the English text. Teachers must avoid stating flatly that substandard English is "bad" or "unacceptable". The text and the teacher give what help they can in presenting standard forms and explaining that this is the kind of English used in colleges, business, government, and in exercises for English and other subjects in school. Accept what the child says and with careful modeling of both text and teacher, effective and acceptable oral communication can be developed.

BIBLIOGRAPHY

A. BOOKS

Fitzgerald, James A., and Patricia G. Fitzgerald. Teaching Reading and the Language Arts. Milwaukee: The Bruce Publishing Company, 1965.

Hatchett, Ethel L., and Donald H. Hughes. Teaching Language Arts in Elementary Schools. New York: Ronald Press Company, 1956.

Henry, Nelson B. Reading in the Elementary School. Chicago: The University of Chicago Press, 1949.

Klausmeier, Herbert J. and Katharina Dresden. Teaching in the Elementary School. Second edition. New York: Harper and Brothers, 1962.

Leonard, Edith, Dorothy Van Deman, and Lillian Miles. Basic Learning in the Language Arts. Dallas: Scott, Foresman and Company, 1965.

McKee, Paul. Reading. Boston: Houghton Mifflin Company, 1966.

Sowards, G. Wesley, and Mary Margaret Scobey. The Changing Curriculum and the Elementary Teacher. California: Wadsworth Publishing Company, Inc., 1961.

Tiedt, Iris M., and Sidney W. Tiedt. Contemporary English in the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

B. Publications of the Government, Learned Societies, and other Organizations

A Monograph for Elementary Teachers. Training Children to Listen. Bulletin No. 80. Evanston: Row, Peterson, and Co., 1955.

Education Today. Meanings Are Important in Spelling. Spelling Bulletin No. 53. Columbus: Charles E. Merrill Books, Inc.

Education Today. Spelling Demons. Spelling Bulletin No. 56. Columbus: Charles E. Merrill Books, Inc.

Education Today. The Unified Approach to Spelling. Spelling Bulletin No. 50. Columbus: Charles E. Merrill Books, Inc.

Freeman, Frank N. "Teaching Handwriting," What Research Says to the Teacher 4. Association of Classroom Teachers of the National Education Association. Washington, D.C.: National Education Association, 1968.

Gates, Arthur I. "Teaching Reading," What Research Says to the Teacher 1. Association of Classroom Teachers of the National Education Association. Washington, D.C.: National Education Association, 1967.

Horn, Ernst. "Teaching Spelling," What Research Says to the Teacher 3. Department of Classroom Teachers of the National Education Association. Washington, D.C.: National Education, 1967.

Listening Skills Program Intermediate Level II a. Teachers' Guide. Chicago: Science Research Associates, 1968.

Taylor, Stanford E. "Listening" What Research Says to the Teacher 29. Association of Classroom Teachers of the National Education Association. Washington, D.C.: National Education Association, 1968.

C. Periodicals

Singleton, Carlton M. "Spelling Must Be Taught-But How?" Senior Weekly Reader Teacher's Edition 6, 19:5, November 30 - December 4, 1964.

D. Unpublished Materials

Board of Catholic Education, Diocese of Cleveland. Up the Down Spiral With English. 1968.

Lexington Public Schools. Language Arts Guide - Goals and Sequence. 1964.

Livonia Public Schools. Guide to the Teaching of Children's Literature. 1966.

Malcolm Price Laboratory School, State College of Iowa. The English Language Arts Program. 1966.

State of Wisconsin Department of Public Instruction. English Language Arts in Wisconsin. 1967.

Western Kentucky University. Western Kentucky Training School Curriculum Guide. 1965.